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The volume is provided with an Index of Passages Treated, also an Index of Subjects. As so much of the material used is epigraphical, an Index of Inscriptions should have been added.

EDWARD A. BECHTEL

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Homers Ilias in verkürzter Ausgabe. Von A. TH. CHRIST. Mit 17 Abbildungen und 2 Karten. Dritte durchgesehene Auflage M. 2.50.

Thucydides. Ausgewählte Abschnitte. Bearbeitet von CHRISTIAN HARDER. Erster Theil: Text. Mit 1 Titelbild und 3 Karten. Zweite vermehrte und verbesserte Auflage. M. 2.

Vergils Aeneis. Herausgegeben von W. KLOUCEK. Dritte Auflage. M. 2.50.

C. Julii Caesaris Commentarii de Bello Gallico. Herausgegeben von IGNAZ PRAMMER. Mit einem Anhang: Das Römische Kriegswesen in Caesars Gallischen Kämpfen, von ERNST KALINKA. Mit Titelbild, 1 Farbendrucktafel, 39 Textabbildungen und 11 Karten. Neunte Auflage. M. 2.
Leipzig: Freytag; Wien: Tempsky, 1905.

This series of Greek and Latin texts intended for use in the schools of Germany is printed in large, clear type on good paper. The Greek type is particularly attractive.

The editor of the Homer has not taken us into his confidence regarding the principles he followed in making the selections, or rather omissions. Naturally he omits all lines of doubtful authenticity or morality. The expurgation, however, is purely mechanical, and in some instances results in useless mutilation. One cannot but wonder why he printed Agamemnon's shameless remarks about his wife (i. 113 ff.) and robbed the Bellerophon incident of its moral significance by the exclusion of Anteia (vi. 158-66). It would seem, too, that the editor is unduly solicitous of the good name of the king of gods and men (cf. the omission of ii. 319). He even excludes his undignified threat to lay violent hands on Juno (i. 569). The trifling space gained by such pruning is more than lost by the inclusion of the tasteless ending of book xxii. The omissions, which amount to something more than 5,000 lines, do not interrupt the course of the story. An excellent feature of the introduction is a survey of the events by days. An appendix is devoted to a brief discussion of the site of Troy, and Homeric armor and art of war.

The selections from Thucydides amount to 251 pages. The brief introduction is devoted to a discussion of Thucydides' predecessors, and the character of his own work and style. On the whole, the selections have been admirably made.

It is inevitable, however, that some readers should miss favorite passages in any volume of selections. Not a few will regret that the editor did not include the siege of Plataea and the revolution of the Four Hundred. The decision to omit the brief summaries that appeared on the margins of the first edition seems hard to justify. Such helps are all the more necessary when the even flow of the narrative is broken by frequent omissions, even though they are summarized. Both of these books are well suited to the needs of college instructors in this country who desire to give their classes a comprehensive survey of these authors.

The edition of the *Aeneid* presents no striking features. The introduction deals briefly with the life and works of Virgil and the story of Aeneas.

Kalinka's appendix to the *Gallic War* gives a detailed account of the Roman military organization; it is carefully written and abundantly illustrated.

There is a surprising lack of uniformity in the series in the use of Gothic and Latin type, for which there is no apparent reason. Only one of the books is furnished with a preface. But this is not a serious omission except in the case of the *Iliad*.

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L'Enseignement des lettres classiques d'Ausone à Alcuin. Par M. ROGER. Paris: Alphonse Picard et Fils, 1905. Pp. 457.

The title of the present work is one which will perhaps arouse in those familiar with the history of the Dark Ages no little curiosity as to how the author found enough to say about classical education during this period to fill so large a volume, or why a writer on the history of education should have chosen this seemingly barren period at all. But the work is intended as an introduction to the history of the Carolingian schools, and the author's aim has been to bring down to the beginning of the ninth century the history of the vicissitudes of instruction in the classics in western Europe, and particularly in France, from the time of the secular schools of the Roman Empire, which in the days of Ausonius still retained in a general way the traditions of the *Institutio Oratoria* of Quintilian. This programme involves the consideration of the Roman civil-service schools in the fourth century, the decline of these schools consequent upon the withdrawal of the Romans from Gaul in the fifth century, the almost total extinction of classical education in France in the next two centuries, due in part to the hostile attitude of the church, and the revival of classical education in an altered form in Ireland and England, whose monastic schools were the predecessors of the Carolingian schools in France.

But, though the work is intended as an introduction to the history of the Carolingian schools, the author has treated the whole period from Ausonius to Alcuin with all the exhaustiveness of an independent work. He has carefully re-examined all the documents—and many of them are provokingly meager—which throw any light upon the culture of these five centuries. This thorough-